

CUE'd IN

INAUGURAL EDITION

UNIVERSITY OF PITTSBURGH
SCHOOL OF EDUCATION
CENTER FOR URBAN EDUCATION
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MESSAGE FROM THE DIRECTOR

A JOURNEY TOWARD BETTER

It is with great enthusiasm that I introduce and share with you the first edition of the University of Pittsburgh Center for Urban Education (CUE) newsletter. Associate Director of Community Partnerships and Practice Erika Gold Kestenberg proposed the title of the newsletter, *CUE'd IN*, and I hope this newsletter helps those in the Pittsburgh community and beyond stay connected and “cued in” to what is happening in and through the center as well as in urban education more broadly. Indeed, this biannual publication will serve a dual purpose: to showcase the work of CUE and provide practical tools to assist those in urban communities. Urban education involves understanding realities both inside and outside school. I am hopeful that this volume contributes to both contexts. Illuminating and providing a snapshot of what has occurred and will occur under the direction and leadership of CUE, this publication will be an outlet for readers to learn more about the nature of urban education and its schools, students, faculty, staff, and communities. The work of CUE focuses on people, programs, projects, and events.

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EYE ON PRACTICE

KEY STRATEGIES FOR SUPPORTING URBAN CHILDREN'S DEVELOPMENT

Being intentional about how we support young children is important because the early childhood years lay the foundation for long-term outcomes. This is of concern for children who are living under challenging circumstances, such as having families with low incomes, parents with low formal education levels, or limited access to high-quality schools. These children often demonstrate lower social and academic skills than their more advantaged peers. In fact, this gap is present before they even start kindergarten.

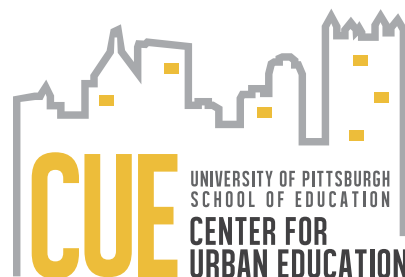
Researchers and practitioners agree that the most effective way to support children's development is to increase the quality of the interactions they have with adults in their lives. Specifically, learning occurs in the context of warm and trusting relationships. When teachers take time to get to know children and their families, they create a space where children will feel secure, feel part of a welcoming community, and feel comfortable taking part in new learning experiences. Without the safety net that a strong relationship provides, children may not be willing to take risks and make mistakes—two necessary elements in social and academic growth.

In the context of a warm and trusting relationship, adults can use specific strategies to support children as they develop. Highlighted in this article are three sets of skills that help children become successful and the adult strategies that support their development.

LANGUAGE SKILLS

Why they are important: Oral language development is often taken for granted and thought to be a natural part of a child's development. However, parents can be intentional about how they speak to their young children, beginning at birth. Oral language development and increased vocabulary will support a child in all aspects of learning, both in school and in their personal lives. It is essential to understand both receptive and expressive language. Receptive language refers to the manner in which children understand what is being said to them and how they interpret the message. Expressive language refers to the words that a child uses to communicate—how he or she responds to someone or initiates a conversation.

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As I have visited urban schools across the country, I have met countless smart, inquisitive, creative, and caring individuals. They are passionate about learning, they have a spirit of community and service, and they want to make a difference. However, so much of what I read, observe, and hear through various outlets paints students and people from urban communities as deficient and uncaring. Although not well studied or conceptualized, urban schools and communities are rich in human capital. They have many assets, as an enormous range of strengths are embedded within urban communities. We need to capture and build on these assets.

Thus, in thinking about my vision for the center, I hope that it will become a *transformative, asset-based institution for discovery, knowledge dissemination, and service to the community to improve education and the human condition*. Although I realize there are challenges in urban communities, just as there are challenges in all communities, I believe that CUE will serve as a beacon toward improvement. In this way, I see my role and the work of the center as a “journey toward better.” I truly believe there is a moral urgency to do better in our conceptualization, study, knowledge dissemination, and service to urban communities. The time is now, and we must be vigilant in our efforts and commitments to improve the human condition.

This newsletter is written for a wide audience. Teachers will find aspects that speak to their work as curriculum developers and implementers. In addition, school leaders and community members—and especially parents—are invited to peruse the document in order to help them think about their essential connections to schools. University academics may also be inspired to think about and re-envision their work to contribute to the urban context.

Although I conceptualized the newsletter idea and many of the themes it would cover, the CUE leadership team (Erika Gold Kestenberg, Gretchen Hilderbrand, Joshua Childs, and Heather Cunningham) must be thanked for its tireless efforts in putting this publication together. A talented group of master's- and doctoral-level students, whose names appear at the end of the publication, also serve as members of our newsletter editorial board. Without their careful reading and astute attention to detail, this newsletter would not be possible. I admire these students' interest in, dedication to, and concern for others. My hope is that this publication, driven by research and practice, will become a graduate student-led newsletter of which the Pitt community and beyond will be proud and from which benefit.

So, welcome to our inaugural newsletter. I encourage you to know more and to do more in our journey toward better!



RICH MILNER, Director, Center for Urban Education, and Dr. Helen S. Faison Chair in Urban Education, School of Education

MESSAGE FROM THE DEAN

WHY URBAN EDUCATION?



When we began our Center for Urban Education in 2002, our primary focus was on developing more effective classrooms. Our first director, Louis Gomez, is one of the country's most talented educators;

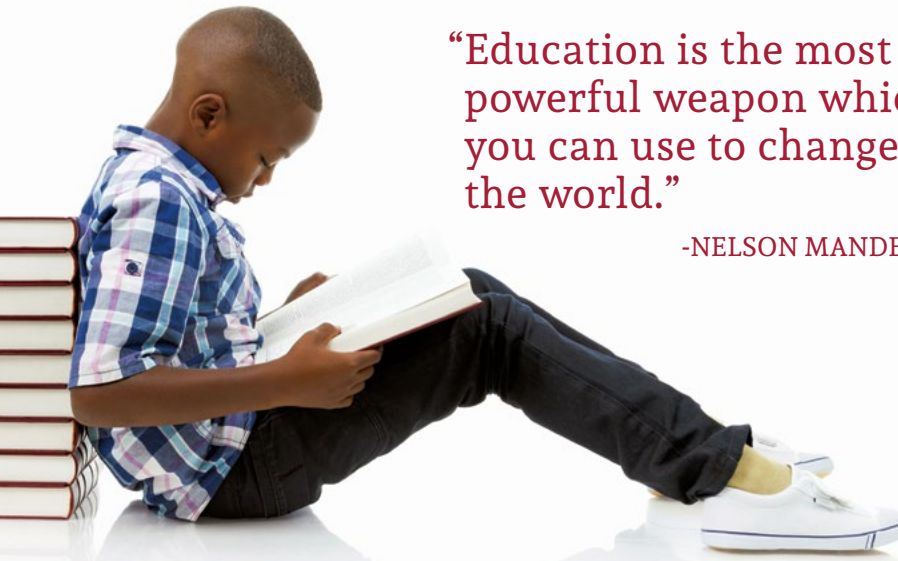
as director, he studied the uses of technology in education and developed strong collaborative learning environments. What he has done is still important. What we have learned, though, is that schooling today often fails not because of teachers' lack of ingenuity, skill, or effort but rather because schools and the communities around them are not well organized to support children throughout the course of their development and learning. Everything we have already developed remains important, but learning success depends upon a larger system that includes how the school is organized, how teachers are organized, and how the community functions to make its schools work for every child.

Rich Milner brings just the skills we need to pursue this broader work. In 2013, Milner was appointed our new Dr. Helen S. Faison Chair in Urban Education and director of the Center for Urban Education. A sociologist by training with a strong record in critical race theory, he is already forming broad partnerships, including with Pitt's School of Social Work, that will be an important foundation for our efforts. The center will be concerned not only with specific elements of effective urban schooling and classroom instruction but also with understanding the entire social system that impacts learning successes and failures.

Our center's staff will need to work hard to get results, and I'm sure that it will. And, because poverty and racial attitudes play a critical role in schooling success or failure for children, my center colleagues understand the importance of addressing systemic effects of poverty and race. Milner is a strong scholar who has some great colleagues already and is still building the complete team. I am excited about the prospects for a center that can make a real difference in the lives of so many children and am proud to have this fine center as part of the University of Pittsburgh School of Education.



ALAN LESGOLD, Dean, School of Education



“Education is the most powerful weapon which you can use to change the world.”

-NELSON MANDELA

CUE EVENTS AND ACTIVITIES

The Center for Urban Education (CUE) hit the ground running this academic year with a host of events and sponsored activities designed to connect various audiences with a focus on urban education, schools, and communities.

FACULTY PANEL ADVISING

CUE began the fall term by inviting a faculty panel (composed of members from all School of Education departments) to advise graduate students on preparing to secure a university faculty position. The panelists were Thomas Akiva of the Department of Psychology in

and faculty and served to lay the foundation for collaboration in impacting the field of urban education.

INAUGURAL SPEAKER SERIES LECTURE

The week's main events, highlighting the work of Pedro Noguera, were held on Friday, November 15. A sociologist and the Peter L. Agnew Professor of Education at New York University, Noguera studies how schools are influenced by social and economic conditions and investigates the factors that obstruct and promote student achievement. To share and discuss *Creating the Opportunity to Learn:*

achievement and transform the culture and performance of schools. In order to encourage participants to take advantage of local resources, CUE hosted a postlecture reception with 18 community organizations in attendance. Audience members enjoyed refreshments and conversation shaped by important ideas proposed by Noguera. Special thanks to Department of Instruction and Learning faculty and CUE advisory board member Mandi Davis Skerbetz for her dedication in coordinating the community organization fair.



Pictured from left to right are highlights from the CUE open house: Rich Milner and Dean Alan Lesgold lead the CUE ribbon-cutting ceremony; CUE advisory board members Ashley Woodson and Tanner Wallace enjoy the open house activities; Pedro Noguera delivers the inaugural speaker series lecture; Milner presents Noguera with a framed poster promoting Noguera's presentation.

Education, Jennifer Cartier and Amanda Godley of the Department of Instruction and Learning, Bethany Barone Gibbs of the Department of Health and Physical Activity, M. Najeeb Shafiq of the Department of Administrative and Policy Studies, and Jennifer Russell of Learning Sciences and Policy. They shared important tips for applying to university positions, creating job talks, and structuring curricula vitae.

CUE OPEN HOUSE

The CUE Open House, which took place November 11–19, 2013, offered a variety of events. To begin the week, Rich Milner and School of Education Dean Alan Lesgold led a ribbon-cutting ceremony to celebrate the new CUE space, located at 4118 Wesley W. Posvar Hall. Information and interest sessions were held for undergraduates, graduate students,

Moving from Research to Practice to Close the Achievement Gap, coauthored by Noguera and A. Wade Boykin, CUE held a book study early Friday afternoon. Attendees included Pittsburgh Public Schools students, teachers, administrators, parents, community members, and district officials—all of whom received a copy of Noguera's book.

Later, Noguera shared his experiences and perspectives with more than 200 audience members at the inaugural lecture of the CUE term speaker series. Titled "Building the Capacity of Schools to Meet Student Needs," Noguera's presentation discussed ways to systematically meet students' needs and described strategies that have been successfully implemented at schools across the country. Noguera also emphasized the importance of developing effective parent and community organization partnerships to boost

PITTSBURGH MILLIONES 6–12, UNIVERSITY PREPARATORY SCHOOL

CUE also hosted a dinner for students and their families as well as the staff of Pittsburgh Milliones 6–12, University Preparatory School, located in the Hill District. The event honored 18 middle and high school students whose powerful personal statements and artwork now decorate the CUE walls. Each student was presented with a certificate of appreciation for his or her contribution. Special thanks go to Pittsburgh Milliones' art teacher, Kyle Kline, and school leaders Derrick Hardy and Tony Esoldo for making the project possible. Thanks, too, to Department of Instruction and Learning faculty and CUE advisory board member Amber Pabon, who helped frame and place the art throughout the center.

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CONGRATULATIONS TO STUDENTS AT PITTSBURGH MILLIONES 6-12, UNIVERSITY PREPARATORY SCHOOL

Eighteen middle and high school students created powerful personal statements and artwork that now decorate the CUE walls.

Top row, left to right: Student Bria Zenmon displays her artwork; student Deaveon Furjes displays his artwork; art teacher Kyle Kline shows off a certificate of appreciation; Pittsburgh Millions student Zion Wilkerson (second from left) and his family enjoy dinner together.

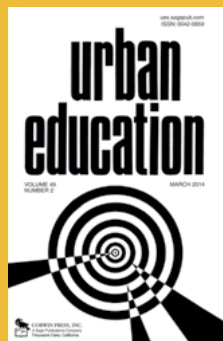
Bottom row, left to right: Pittsburgh Millions students and their families gather in one of the rooms where their artwork hangs; student Shakeem Short displays his certificate of appreciation; student Terrell Washington displays his artwork; Pittsburgh Millions Principal Derrick Hardy, CUE Associate Director Erika Gold Kestenberg, and Pittsburgh Millions Director Tony Esoldo celebrate the students' achievements.

COFFEE CHAT

The following week, CUE, in collaboration with the School of Education's Social Justice and Diversity Committee, held a coffee chat. A panel of Pittsburgh Public Schools students, community members, and graduate students guided the group in reflecting on Noguera's presentation and discussing next steps. A big thanks to the cosponsoring committee, especially Anna Arlotta-Guerrero, a psychology in education faculty member and CUE advisory board member, for bringing this event to fruition.

In addition to the open house activities, CUE was honored to cosponsor a fall event with Amanda Godley, an associate professor in the Department of Instruction and Learning and CUE advisory board member. The seminar was titled What Educators Need to Know about Youth Language and Identities.

It was quite an eventful academic year, and the CUE team looks forward to future activities, programs, projects, and events that affect people positively. ■



URBAN EDUCATION JOURNAL HIGHLIGHTS

Urban Education, an academic publication featuring thought-provoking commentary on key issues from gender-balanced and racially diverse perspectives, is published eight times during the calendar year. Supported by the University of Pittsburgh School of Education, the journal is published by SAGE Publications, and Rich Milner currently serves as editor in chief.

In fall 2013, a special issue on digital engagement for urban youths was published; it can be viewed online at <http://uex.sagepub.com/content/48/5.toc>. This year promises to be an exciting year for the journal, as special issues are planned on hip-hop and education (guest edited by Emery Petchauer of Oakland University) and community-based education reform (guest edited by Sonya Douglass Horsford of George Mason University and Julian Vasquez Heilig of the University of Texas at Austin).



Both receptive and expressive language are essential to developmentally appropriate language growth.

Adult strategies that work: Children should be engaged in conversation every day. It is important for a parent to not only speak to the child but also be a good listener. Children are full of stories and are often excited to share with parents and siblings. Listening to children and showing respect for what they have to say builds confidence and encourages them to want to engage in conversation. Oftentimes children are allowed to simply shake their head or point to something that they want. This practice does not encourage a child to speak. So, when asking children questions about what they are doing, what they want or need, or what happened during their day, adults should try to ask questions that can't be responded to with "yes" or "no." The conversation should be extended, with the child being asked to tell more about his or her experience. Most young children will enjoy sharing and engaging in conversations with their parents. This is also a great way to open up lines of communication for when the child enters the preteen and teenage years.

LITERACY SKILLS

Why they are important: Building strong emergent literacy skills in early childhood lays the foundation for students to become proficient readers in later years. Students who are read to from birth are more prepared for the challenges of learning to read because they have a better understanding of book language, have higher vocabulary levels, and are more prepared to comprehend challenging fiction

Building strong emergent literacy skills in early childhood lays the foundation for students to become proficient readers in later years.

and nonfiction texts. Building these vital skills is of particular concern for children from low-income backgrounds in which families may have fewer resources and reading materials in the home. Children who do not start with a strong literacy background from birth may struggle with reading and reading-related tasks throughout their schooling.

Adult strategies that work: Quality early literacy experiences can easily be incorporated in the home and at early childhood education centers. Early childhood education should include the reading aloud of a wide array of texts. Children can be encouraged to discuss stories, retell important story events, and act out different texts. Encouraging families to read to their children at home, use public libraries, and engage in discussions about text can benefit all children. Providing children with exposure to many books, genres, and oral stories will prepare them for more formal literacy experiences.

SELF-REGULATION SKILLS

Why they are important: Self-regulation refers to children's ability to focus their attention, manage their thoughts and emotions, and inhibit some behaviors in favor of others. Children with strong self-regulation skills in early childhood are more likely to be successful in and outside school for the long term. Learning to self-regulate is something with which some children from low-income families struggle; a gap in self-regulation can be seen even in prekindergarten between children from families with low incomes and their more advantaged peers. As with other skills, an early self-regulation gap is likely to widen over time as children begin formal schooling and face greater demands to manage themselves.

Adult strategies that work: Research finds that playing games that ask children to remember and use complex rules, such as Simon Says or Mother May I?, can improve self-regulation. In fact, adding silly rules to many favorite games can increase the self-regulation demand and be very engaging. For example, playing Red Light Green Light, but adding a purple light for hopping and an orange light for skipping, is fun for children and is related to self-regulation success.

All of the adult strategies described above are most effective in the context of warm and caring relationships and can be incorporated easily into play. For example, pretend play with friends and important adults can provide endless opportunities for using new vocabulary (such as names of fruits or vegetables the child is not familiar with), writing meaningful text (such as a grocery list), and practicing self-regulation (such as waiting patiently in a long checkout line while peers give coupons to the cashier). By making an effort to connect with the children in their care and building in plenty of time for play, adults can help all children to develop the skills they need to succeed. ■

AUTHORS:

SHANNON B. WANLESS, assistant professor, Department of Psychology in Education

MICHELLE J. SOBOLAK, assistant clinical professor, Department of Instruction and Learning

ANNA ARLOTTA-GUERRERO, assistant clinical professor, Department of Psychology in Education

PATRICIA A. CRAWFORD, associate professor, Department of Instruction and Learning

WHAT WORKS IN URBAN EDUCATION

The Center for Urban Education is dedicated to highlighting practices, programs, and policies that have made a positive difference in urban schools and communities. In this section, we will highlight promising, supportive organizations and institutions—in Pittsburgh and beyond—that are contributing to student success and positively impacting the lives of parents, teachers, and others in education.



Organizations that provide interactive learning opportunities for students play a critical role in their educational and personal growth.



Ready Freddy helps children and their families make successful transitions to kindergarten. (Photos on far right and second from right courtesy of the Ready Freddy Program)



CARNEGIE MUSEUMS OF PITTSBURGH

From portraits and clay to dinosaurs and space, the Carnegie Museums of Pittsburgh offer places for discovery and creativity where children can investigate the Earth, art, dance, science, and more through hands-on encounters and exciting activities. The Carnegie Museums—the Carnegie Museum of Natural History, the Carnegie Museum of Art, the Carnegie Science Center, and the Andy Warhol Museum—specialize in imaginative, student-centered programming, helping educators to meet state and national academic standards. The Carnegie Museums have perfected the work of inspiring young students to explore multiple realms of education. For more information about educational opportunities for young students, please visit www.carnegiemuseums.org/interior.php?pageID=56.

BLAST SCHOOL OUTREACH PROGRAM

BLAST, which stands for Bringing Libraries and Schools Together, is a collaboration between the Carnegie Library of Pittsburgh and the Pittsburgh Public Schools. The goals of BLAST are to provide equitable access to public library resources and to enhance students' attitudes toward and interest in reading. BLAST, which offers early literacy development activities through partnerships with Head Start and preschool programs, consistently meets Pennsylvania Early Childhood Education Standards as it enhances students' growth and prepares them for further education. For more information, visit www.carnegielibrary.org/BLAST.

LA ESCUELITA ARCOIRIS

La Escuelita Arcoiris is a school located in the Squirrel Hill neighborhood of Pittsburgh that seeks to enhance the cultural competence of its pupils by integrating a second language (Spanish) into their academic years. La Escuelita believes that immersion in a second language helps students with their intellectual, cultural, and emotional development. As we move into a more global market and society, exposure to diversity, in a broad sense, will only increase opportunities for success. To learn more, please visit www.spanishleap.com.

READY FREDDY



Ready Freddy: Pathways to Kindergarten Success is an early education program based on the premise that a quality transition to kindergarten will bring lifelong educational benefits to a child. A program of the University of Pittsburgh Office of Child Development, Ready Freddy partners with Pittsburgh Public Schools, community organizations, and parents to help children and their families and schools implement and celebrate successful, positive transitions into and throughout kindergarten. For more information, please visit www.readyfreddy.org. ■

HONORING AN URBAN STUDENT'S VOICE

The Center for Urban Education (CUE) recently had the opportunity to catch up with **Kendré Crawford-Blue**, a senior at Pittsburgh Millions 6–12, University Preparatory School. We asked her some questions to shed light on who she is, what some of her experiences have been, and where she is headed after high school graduation.



CUE recognizes the importance of listening to the actual voices of students as those in the field attempt to understand and meet their needs. Crawford-Blue is one of these voices, and she represents the strength and character displayed by students in urban environments.

How would you describe yourself to someone who has never met you?

"I'm an outgoing, outspoken individual with an old soul. My drive and ambition are like none other. I'm also very vibrant and friendly, and I always put the best interests of others before my own."

What do you enjoy most about your present school? Why?

"I enjoy being involved in so many different activities. I teach a sexual health class, I'm involved in the Senior Leader Committee, and I'm part of the College in High School Program at Pitt.

Not many 18-year-olds have the level of responsibility that I have. All of these activities keep me busy and help to eliminate stress."

What is your favorite school subject? Why?

"My favorite subject is environmental science. It's a very diverse subject that branches off into many different topics and always keeps me interested. Also, the teacher is young and makes the subject relevant to a younger point of view."

"... I understand that education is powerful, and it's the foundation of my goal of becoming successful."

-KENDRÈ CRAWFORD-BLUE

What are you involved in at school?

"[Pittsburgh Millions] Senior Leader Committee. It's an unofficial student government group in charge of fundraising for the senior class. We oversee our school candy store, bake sales, dress-down days, and schoolwide volunteering activities."

What do you enjoy doing most outside of school? Why?

"I enjoy working. I work at a day care [center], and it seems to be my only escape from the normal responsibilities that I have as a teenager. There's never a dull moment when working with children."

What is the toughest challenge you have had to overcome in your life? How did you do it?

"My toughest challenge is getting over the fact that, as humans, we eventually have to die. When I was younger, there were several

back-to-back deaths in my family, and I never understood why they had to die. In order to overcome this challenge, I had to participate in a couple of therapy sessions and I started going to church and eventually just outgrew the fear of death. Now I understand that it's going to happen to everyone someday, and you just have to live your life to the fullest while you are here."

Who or what has helped you along the way to make you the person you are today?

"My grandmother. I have lived with her since leaving the hospital as a baby, and she has always been my biggest supporter and motivator. Although she didn't obtain a college degree, she was determined that I would go farther than she did."

What do you want people to know about you?

"I come from a low-income family, but my family's income level doesn't define who I am. I don't have the negative mind-set that some low-income students have when it comes to education. I understand that education is powerful, and it's the foundation of my goal of becoming successful."

What is one suggestion you have to improve your school?

"My one suggestion would be to add more challenging course work starting in the ninth grade. I've been at [Pittsburgh Millions] since the eighth grade. ... Now that I'm a part of the [College in High School] program at Pitt ... the level of course work is ... much more challenging than what I'm used to at Pittsburgh Millions."

What do you hope your life will be like five years from now?

"I hope that I will have graduated from the Penn State College of Nursing with a job at Children's Hospital of Pittsburgh of UPMC. Hopefully, I will also be starting my own nonprofit organization for disadvantaged girls to help mold them into strong women." ■

As the field of urban education has grown and effective policies, programs, and practices have been identified, a number of books have been instrumental in conceptualizing challenges and solutions to problems related to urban education. This section is dedicated to highlighting books that help shape what is known about urban education and ways to improve policies, practices, and programs that have a real bearing on student, teacher, administrative, and community success. The Center for Urban Education hopes that readers will add these books to their libraries to enhance their knowledge of how to improve urban schools and education.

For additional information about each book, please click on the book cover image.

*"Multiplication Is for White People":
Raising Expectations for Other
People's Children*

by Lisa Delpit (2012)

FOCUS:

Raising expectations
for all students

*Unequal Childhoods:
Race, Class, and Family Life*

by Annette Lareau
(second edition; 2011)

FOCUS:

Link between social class
and education

*Culture, Literacy, and Learning:
Taking Bloom in the Midst of
a Whirlwind*

by Carol D. Lee (2007)

FOCUS:

Language and literacy skills and
development of adolescents

*Color by Number: Understanding
Racism through Facts and Stats
on Children*

by Art Munin (2012)

FOCUS:

Statistics that demonstrate
racism in education

*Why Race and Culture Matter in
Schools: Closing the Achievement
Gap in America's Classrooms*

by Tyrone C. Howard (2010)

FOCUS:

The importance of race
and culture in closing
achievement gaps

*Culturally Responsive Teaching:
Theory, Research, and Practice*

by Geneva Gay
(second edition; 2010)

FOCUS:

Culturally responsive teaching
practices that support student
learning and achievement

*The Dreamkeepers: Successful
Teachers of African American Children*

by Gloria Ladson-Billings
(second edition; 2009)

FOCUS:

Successful instructional practices
of African American children

Reprinted from *The Dreamkeepers:
Successful Teachers of African American Children*,
2nd Edition by Gloria Ladson-Billings with
permission from Wiley. Copyright © 2009.

*Start Where You Are,
but Don't Stay There*
by H. Richard Milner IV (2010)

FOCUS:
Teacher learning and successful
teaching that meet the needs of
students with implications for
teacher education

*Radical Possibilities: Public
Policy, Urban Education, and
a New Social Movement*
by Jean Anyon
(second edition; 2014)

FOCUS:
Policy and reform to radically
reverse practices that have
poorly served students in
urban environments

*Keepin' It Real: School Success
Beyond Black and White*
by Prudence L. Carter (2005)

FOCUS:
The need to understand
cultural styles and practices
of youth in urban contexts

*So Much Reform, So Little Change:
The Persistence of Failure in
Urban Schools*
by Charles M. Payne (2008)

FOCUS:
Past and current reform efforts
that have not resulted in positive
changes and the kind of reform
we need in urban environments

Urban Teaching: The Essentials
by Lois Weiner
(second revised edition; 2011)

FOCUS:
Practical advice on what
urban teachers need to
know to succeed

*Research on Schools, Neighborhoods,
and Communities: Toward Civic
Responsibility*
edited by William F. Tate IV (2012)

FOCUS:
Multidisciplinary scholarship
in urban education, schools,
and communities

*White Teachers/Diverse Classrooms:
Creating Inclusive Schools, Building
on Students' Diversity, and Providing
True Educational Equity*
edited by Julie Landsman
and Chance W. Lewis
(second edition; 2011)

FOCUS:
What is needed to prepare
White teachers to teach in
diverse classrooms

*Creating the Opportunity to Learn:
Moving from Research to Practice to
Close the Achievement Gap*
by A. Wade Boykin and
Pedro Noguera (2011)

FOCUS:
Moving research into practice
to close achievement gaps for
students who have not been
well served in schools

CENTER HIGHLIGHTS

SCHOOL OF EDUCATION URBAN SCHOLARS

SUPPORTED BY CUE

The Urban Scholars Program began during the 2012-13 academic year. Part of the School of Education's Master of Arts in Teaching (MAT) degree, the program developed from a commitment to cultivate highly effective urban schoolteachers. With the growth of the Center for Urban Education (CUE), a collaborative effort has been established this year between the School of Education and CUE faculty to further develop and support the program.

In addition to the rigorous programmatic requirements of the MAT program, the Urban Scholars have a weekly five-hour commitment to their yearlong urban school placement sites to focus on building relationships with students, staff, families, and communities. Anyone with experience in urban schools quickly recognizes that forming trusting, caring relationships is essential to successfully reaching and teaching students. To learn this valuable skill, the Urban Scholars are encouraged to build on their unique talents to provide new experiences and academic supports for their students. The scholars are also encouraged to make activities fun, interactive, and empowering to enhance student learning. Urban Scholars receive ongoing support from Erika Gold Kestenber, associate director of community partnerships and practice, and CUE.

As the need for highly effective urban schoolteachers grows, both CUE and the Urban Scholars Program look forward to being at the forefront of urban teacher preparation—providing preservice teachers with the knowledge, experience, and skills needed to be successful and resilient in the field. ■

SPRING 2014 CUE EVENTS

TUESDAY, MARCH 25, 2014

Noon-1:30 p.m.

Faculty and Graduate Student Brown Bag Lunch Series

The recently launched Faculty and Graduate Student Brown Bag Lunch Series invites participants to study pertinent issues in urban education. Bring your lunch and join CUE for the next session. All faculty members and graduate students, but especially junior faculty members and doctoral students, are invited to attend.

CUE Conference Room

4118 and 4119 Wesley W. Posvar Hall

230 South Bouquet Street, Pittsburgh, PA 15260

Special thanks to Chuck Munter, Tanner Wallace, Shannon Wanless, Amber Pabon, and Ashley Woodson for helping to conceptualize the series.

MONDAY, MARCH 31, 2014

CUE Welcomes Visiting Guest Professor Mark Gooden of the University of Texas at Austin, presenting the following sessions:

10-11:30 a.m.

"Using Strength, Wisdom, and Courage to Achieve Balance"

Noon-1:30 p.m.

"Considering Systems of Inquiry: A Session for Graduate Students"

2:45-4 p.m.

"Avoiding Discriminatory Practices in Disciplining Black and Brown Students"

CUE Conference Room

4118 and 4119 Wesley W. Posvar Hall

230 South Bouquet Street, Pittsburgh, PA 15260

THURSDAY, APRIL 17, 2014

4-5:30 p.m.

CUE LECTURE SERIES presents:

"Stakes Is High: Educating New-century Students"
by **Gloria Ladson-Billings**, guest presenter from the
University of Wisconsin-Madison

University Club, Ballroom A

123 University Place, Pittsburgh, PA 15260

FACULTY AND STAFF NEWS

FACULTY PUBLICATIONS AND PRESENTATIONS AT A GLANCE

Faculty members in the School of Education have been busy presenting and publishing their research related to urban education. While not exhaustive, the list below represents a range of research recently conducted, published, and/or presented within and in conjunction with the University of Pittsburgh.

*Bold indicates a University of Pittsburgh faculty member or researcher

PUBLICATIONS

AMY C. CROSSON, LINDSEY CLARE MATSUMURA, RICHARD CORRENTI, AND ANNA ARLOTTA-GUERRERO, "The Quality of Writing Tasks and Students' Use of Academic Language in Spanish," *The Elementary School Journal*, 112(3): 469–96, 2012.

ELLICE A. FORMAN, "Communities of Practice in Mathematics Education," in S. Lerman (ed.), *Encyclopedia of Mathematics Education*, New York, N.Y.: Springer, 2015.

AMANDA GODLEY, "Forum: Equivocal Equity: The Struggles of a Literacy Scholar, White Middle-class Urban School Parent, and Grassroots Activist," *Research in the Teaching of English*, 48(2): 250–60, 2013.

GODLEY WITH LORETTO, A., "Fostering Counter-narratives of Race, Language, and Identity in an Urban English Classroom," *Linguistics and Education*, 24(3): 316–27, 2013.

JENNIFER IRITI AND WILLIAM BICKEL WITH KAUFMAN, J., *Realizing "The Promise": Scholar Retention and Persistence in Post-secondary Education*, Evaluation for Learning Group at the University of Pittsburgh Learning Research and Development Center, 2012.

PRESENTATIONS

RACHEL ROBERTSON WITH LOVELACE, T., WYNKOOP, K., AND SOBECK, E., "Experiences of African American Caregivers of Children with Autism Spectrum Disorder," Council for Exceptional Children Convention & Expo, Philadelphia, Pa., April 2014.

MATSUMURA WITH GARNIER, H.E., AND SPYBROOK, J., "Literacy Coaching to Improve Student Reading Achievement: A Multi-level Mediation Model," *Learning and Instruction*, 25: 35–48, 2013.

MATSUMURA AND LAUREN B. RESNICK WITH GARNIER, H.E., "Implementing Literacy Coaching: The Role of School Social Resources," *Educational Evaluation and Policy Analysis*, 32(2): 249–72, 2010.

LINDSAY C. PAGE WITH CASTLEMAN, B.L., AND SCHOOLEY, K., "The Forgotten Summer: Does the Offer of College Counseling after High School Mitigate Summer Melt among College-intending, Low-income High School Graduates?" *Journal of Policy Analysis and Management*, 1–28, 2014.

MANDI DAVIS SKERBETZ AND DOUGLAS E. KOSTEWICZ, "Academic Choice for Included Students with Emotional Disturbance and Behavioral Disorders," *Preventing School Failure: Alternative Education for Children and Youth*, 57(4): 212–22, 2013.

SHANNON B. WANLESS WITH McCLELLAND, M.M., "Growing Up with Assets and Risks: The Importance of Self-regulation for Academic Achievement," *Research in Human Development*, 9(4): 278–97, 2012.

ASHLEY N. WOODSON, "Beyond Queer Blindness: Sexual Identity, Social Studies, and Sexual Civic Empowerment in Urban Communities," American Educational Research Association Annual Meeting, Philadelphia, Pa., April 2014.

CUE LEADERSHIP TEAM ANNOUNCEMENTS AND SALUTES



Center for Urban Education (CUE) director **Rich Milner** was named to Education Week's 2014 RHSU Edu-Scholar Public Influence Rankings list (http://blogs.edweek.org/edweek/rick_hess_straight_up/2014/01/the_2014_rhsu_edu-scholar_public_influence_rankings.html). Milner also coedited the *Handbook of Urban Education*—one of the first of its kind—with Kofi Lomotey. The book was published by Routledge, Taylor & Francis Group. Additionally, Milner presented the lecture, "Race, Equity, and Urban Education: Issues that Divide," as part of Pitt's Center for Race and Social Problems Reed Smith Speaker Series.



Erika Gold Kestenberg assumed the position of associate director of community partnerships and practice in CUE after previously serving as the director of the center's partnership with Pittsburgh Millions 6–12, University Preparatory School. She looks forward to continuing this active partnership and initiating others as part of her new CUE role.



Gretchen Hilderbrand, a member of the Bach Choir of Pittsburgh, recently performed in the weekend concert showcase *A Mass Affair—French Kiss*, featuring back-to-back performances of Gabriel Fauré and Maurice Durufle's Requiem Masses. Visit www.bachchoirpittsburgh.org/2013-2014-season for more information.



Graduate assistant **Joshua Childs** was recently named the School of Education's Student Leadership Award recipient. He also was part of a research project that produced "Designing Inter-organizational Networks to Implement Education Reform: An Analysis of State Race to the Top Applications," which will soon be published in the journal *Educational Evaluation and Policy Analysis* (epa.sagepub.com).



Graduate assistant **Heather Bossert Cunningham** will have her recent article "Pathways to Developing Interculturally Aware Teachers," coauthored with Jodi D. Katsafanas of Slippery Rock University of Pennsylvania, published in an upcoming issue of *The Field Experience Journal*. ■

CUE LEADERSHIP TEAM

RICH MILNER, Director, Center for Urban Education, and Dr. Helen S. Faison Chair in Urban Education, School of Education, rmilner@pitt.edu

ERIKA GOLD KESTENBERG, Associate Director of Community Partnerships and Practice, erikagk@pitt.edu

GRETCHEN HILDERBRAND, Center Administrator, cue@pitt.edu

JOSHUA CHILDS, graduate assistant and doctoral student

HEATHER BOSSERT CUNNINGHAM, graduate assistant and doctoral candidate

CUE NEWSLETTER EDITORIAL BOARD

A graduate student editorial board was appointed to oversee the creation of the CUE newsletter. Tasked with curating content and thematic direction related to translating research into practice, the board ensures that the publication is accessible to the broader University, Pittsburgh, and education communities. Its service exemplifies dedication to bringing urban education issues and successful practices to the forefront of conversation.

KATE BOWERS, PhD student in social and comparative analysis in education, Administrative and Policy Studies

KAITLYN BRENNAN, PhD student in special education, Instruction and Learning

JOSHUA CHILDS, PhD student in Learning Sciences and Policy

HEATHER BOSSERT CUNNINGHAM, PhD student in language, literacy, and culture, Instruction and Learning

LILA DE KLAVER, PhD student in social and comparative analysis in education, Administrative and Policy Studies

PRECIOUS J. DIAMOND, MEd student in social and comparative analysis in education, Administrative and Policy Studies

LORETTA FERNANDEZ, PhD student in language, literacy, and culture, Instruction and Learning

ROBERT E. FRIONI (MAT '00, EdD '13), in school leadership, Administrative and Policy Studies

HILLARY J. KOLLER, MA student in social and comparative analysis in education, Administrative and Policy Studies

JENNIFER KUTZNER, PhD student in applied developmental psychology, Psychology in Education

OSCAR MEDINA, PhD student in social and comparative analysis in education, Administrative and Policy Studies

DANIEL NAREY, PhD student in social and comparative analysis in education, Administrative and Policy Studies

OSCAR PATRÓN, PhD student in school leadership, Administrative and Policy Studies

PAUL SPRADLEY, EdD student in social and comparative analysis in education, Administrative and Policy Studies

CUE SCHOOL OF EDUCATION ADVISORY BOARD

An advisory board to CUE was appointed by Dean Alan Lesgold. These members consult with CUE on issues related to development and enactment of the goals, mission, and vision of CUE.

ANNA ARLOTTA-GUERRERO, Psychology in Education

BILL BICKEL, Administrative and Policy Studies

TRISH CRAWFORD, Instruction and Learning

JENNIFER ELY, Health and Physical Activity

AMANDA GODLEY, Instruction and Learning

AMBER PABON, Instruction and Learning

RACHEL ROBERTSON, Instruction and Learning

MANDI DAVIS SKERBETZ, Instruction and Learning

TANNER WALLACE, Psychology in Education

SHANNON WANLESS, Psychology in Education

ASHLEY WOODSON, Instruction and Learning

GET CONNECTED!

WANT TO LEARN MORE ABOUT THE CENTER FOR URBAN EDUCATION?

Interested in receiving periodic e-mails announcing upcoming opportunities and events?

Contact Center Administrator **Gretchen Hilderbrand** at cue@pitt.edu to get connected!



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